



Dynamic Vocabulary Instruction in Secondary Classrooms

Anita L. Archer, Ph.D.
(archerteach@aol.com)

1



Topics

- Importance of Vocabulary
- Components of a Vocabulary Program
- Explicit Vocabulary Instruction
- Word Learning Strategies
- Word Consciousness
- Independent Reading
- Vocabulary Assessment

2



Importance of Vocabulary Instruction

- Receptive Language
 - Reading Comprehension (Chall, Jacobs, & Baldwin, 1990; Scarborough, 1998, Stahl & Fairbanks, 1987)
 - Listening Comprehension
- Expressive Language
 - Writing
 - Speaking
- Overall Reading Achievement (Stanovich, et al., 1993)
- Overall School Success (Becker, 1977; Anderson & Nagy, 1991)
- Hallmark of an Educated Individual (Beck, McKeown, Kucan, 2002)

3



Importance of Vocabulary Instruction

- Vocabulary Gap
 - Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)
 - Children who enter school with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary knowledge. (Baker, Simmons, & Kame'enui, 1997)
 - The number of words students learn varies greatly.
 - 2 versus 8 words per day
 - 750 versus 3000 words per year

4



Importance of Vocabulary Instruction

- **Vocabulary Gap**
 - Gap in word knowledge persists though the elementary years. (White, Graves, & Slater, 1990)
 - The vocabulary gap between struggling readers and proficient readers grows each year. (Stanovich, 1986)
 - After the primary grades, the “achievement gap” between socioeconomic groups is a language gap. (Hirsh, 2002)
 - For English Language Learners, the “achievement gap” is primarily a vocabulary gap. (Carlo, et al., 2004)

5



Components of a Vocabulary Program

- **High-quality Classroom language** (Dickinson, Cote, & Smith, 1993)
- **Explicit Vocabulary Instruction** (Baker, Kame'enui, & Simmons, 1998; Baumann, Kame'enui, & Ash, 2003; Beck & McKeown, 1991; Beck, McKeown, & Kucan, 2002; Biemiller, 2004; Marzano, 2004; Paribakht & Wesche, 1997)
- **Word-Learning Strategies** (Bulkina & Graves, 1993; Edwards, Font, Baumann, & Boland, 2004; Graves, 2004; White, Sowell, & Yanagihara, 1989)
- **Word-Consciousness** (Diamond & Gutlohn, 2006; Scott & Nagy, 2004)
- **Wide Independent Reading** (Anderson & Nagy, 1992; Cunningham & Stanovich, 1998; Nagy, Anderson, & Herman, 1987; Sternberg, 1987)

6



High Quality Classroom Language

- Use high quality vocabulary in the classroom.
- To ensure understanding,
 - Tell students the meaning of words when first used.
 - “Don’t **procrastinate** on your project. *Procrastinate means to put off doing something.*”
 - Pair in the meaning of the word by using parallel language.
 - “Let’s **analyze** this equation. *Let’s figure it out.*”
 - “What was the significance of this **incident**.*this event?*”
 - “We need to **differentiate**.*tell the differences.. between external and internal character problems.*”

7

8



Explicit Vocabulary Instruction

- Sources of words for vocabulary instruction
 - WORDS from core reading programs
 - WORDS from reading intervention programs
 - WORDS from content area instruction
 - Language Arts
 - Math
 - Science
 - Social studies
 - Health
 - Consumer Science
 - Art, PE, music, etc.

9



Explicit Vocabulary Instruction- Selection of Vocabulary

- Select a **limited number** of words for robust, explicit vocabulary instruction.
- **Three to ten words** per story or section in a chapter would be appropriate.
- Briefly **tell students the meaning of other words** that are needed for comprehension.

10

Explicit Vocabulary Instruction- Selection of Vocabulary

- Select words that are **unknown**.
- Select words that are **important** to passage understanding.
- Select words that students are likely to encounter or use in the **future**. (Stahl, 1986)
- Select **difficult words** that need interpretation.
 - Abstract referent versus concrete
 - Unknown concept versus known concept
 - Less common word usage versus common
 - Not defined in context

11

Explicit Vocabulary Instruction - Selection of Vocabulary

- **Tier One - Basic words**
 - chair, bed, happy, house, car, purse
- **Tier Two - Words in general use, but not common** (Academic Vocabulary)
 - analyze, facilitate, inherent, fundamental, supplement, equivalent, inevitable
- **Tier Three - Rare words limited to a specific domain** (Background Vocabulary)
 - tundra, totalitarian, cellular respiration, genre, foreshadowing, monoculture farming, judicial review

12

Explicit Instruction - Practice Activity

Select 5 words for robust explicit instruction.

Reading Level: Eighth Grade Series: Prentice Hall		Passage: Breaker's Bridge Words: *Selected for instruction in manual.
obstacle*	district	amplify
writhing*	gorge	imperial
piers*	miniature	emerged
executioner*	defeated	insult
immortals*	desperation	deposited
emperor	supervising	deadline


13

Explicit Instruction - Practice Activity

Select 8 words for robust explicit instruction.

Reading Level: Eighth Grade Series: Prentice Hall		Passage: The Gift of the Magi Words: *Selected for instruction in manual. ^Defined in text.
discreet*	imputation^	modest
ravages*	parsimony^	prudence
chaste*	flat^ (apartment)	laboriously
cascade*	mendicancy squad^	ecstatic
meretricious*	Queen of Sheba^	duplicate
Instigate*	Coney Island	conception

14



Explicit Vocabulary Instruction - Selection of Vocabulary

- In content area classes, add “Academic Vocabulary” to content area words.

Example: Holt World History: The Human Journey, Chapter 13, Section 2

- Suggested words - feudalism, fief, vassal, primogeniture, manorialism, serfs, chivalry
- Added “Academic Vocabulary” - inherit, inheritance; analyze, analysis

15



Explicit Vocabulary Instruction - Selection of Vocabulary

- In content area classes, add “Academic Vocabulary” to content area words.

■ Example: Prentice Hall, Science Explorer: Earth's Changing Surface Chapter 3, Section 2

- Suggested words - runoff, rills, gully, stream, river, drainage basin, divide, flood plain, tributary, meander, oxbow lake, alluvial fan, delta, ground water, stalactite, stalagmite
- Added “Academic Vocabulary” - feature, deposit

16

Explicit Vocabulary Instruction - Selection of Vocabulary

- Also provide instruction on multiple-meaning words (**polysemous**)

Words such as:

solution, element, space, process, run,
relation, product, positive, negative,
age, jam, grounds, duck, division

Polysemous words in your content area -

17

Explicit Vocabulary Instruction - Selection of Vocabulary

- Also, provide instruction on idioms (a phrase or expression different from the literal meaning)
 - Martin seems to have a chip on his shoulder.
 - The experienced secretary really knows the ropes.
 - The flu spread quickly as students dropped like flies.
 - Jennifer gave six off the cuff reasons for her decision.
 - The technical manual was just a lot of mumbo jumbo.

Collins COBUILD Dictionary of Idioms - Second Edition
ISBN: 0007134010

18

Preparation - Student-Friendly Explanations

- **Dictionary Definition**

- **compulsory** - (1) Employing compulsion; coercive. (2) Required by law or other rule.

- **Student-Friendly Explanation**


- **Uses known words.**
- **Is easy to understand.**
- When something is required and you must do it, it is compulsory.

19

Preparation - Student-friendly Explanation

- Use a dictionary designed for English Language Learners for better definitions.
- Example - conglomeration
 - First dictionary: The act of conglomerating.
 - Second dictionary: The act or process of conglomerating; an accumulation of miscellaneous things
 - *Cambridge Advanced Learner's Dictionary*: a large group or mass of different things all gathered together in an untidy or unusual way

20



Types of words

- General Vocabulary
 - Concept is known
- Technical Vocabulary
 - Concept unknown or marginally known
- Polysemous Words
 - Less common meaning

21



22

Instructional Routine - General Vocabulary

Step 1. Introduce the word.

- a) Write the word on the board or overhead.
- b) Read the word and have the students repeat the word.
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

Introduce the word with me.

This word is compulsory. What word?
compulsory **Compulsory** is an adjective.

23

Instructional Routine - General Vocabulary (continued)

Step 2. Introduce meaning of word.

Option # 1. Present a student-friendly explanation.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

Present the definition with me.

When something is required and you must do it, it is compulsory. So, if it is required and you must do it, it is _____.
compulsory

24

Instructional Routine - General Vocabulary (continued)

Step 2. Introduce meaning of word.

Option # 2. Have students locate the definition in the glossary or text.

- a) Students locate the word in the glossary or text.
- b) Students break the definition into the critical attributes (parts).

Glossary Entry: An essay is a short nonfiction work about a particular subject. Most essays have a single major focus and a clear introduction, body, and conclusion.

Essay

- Short
- Nonfiction work
- Particular subject
- Clear introduction, body, and conclusion

25

Instructional Routine - General Vocabulary (continued)

Step 2. Introduce meaning of word.

Option # 2. Introduce the word using the morphographs in the word.

a. **Introduce word in relationship to “word relatives”.**

execute	declare
execution	declaration
executioner	

analyze
analyzing
analysis

b. **Analyze parts of word.**

autobiography
auto = self
bio = life
graph = letters, words, or pictures

c. **If the students are Spanish speakers, guide students to utilize cognates.**

26

Instructional Routine - General Vocabulary (continued)

Step 3. Illustrate the word with examples.

- a) Concrete examples.
- b) Visual examples.
- c) Verbal examples.
(Also discuss when the term might be used and who might use the term.)

Present these examples with me.

Coming to school as 8th graders is compulsory.

Stopping at a stop sign when driving is compulsory.

27

Instructional Routine - General Vocabulary (Continued)

Step 4. Check students' understanding.

Option #1. Ask deep processing questions.

Check students' understanding with me.

Why do you think something becomes compulsory?

28

Instructional Routine - General Vocabulary (continued)

Step 4. **Check students' understanding.**
Option #2. **Have students discern between examples and non-examples.**

Check students' understanding with me.

Is going to school in 9th grade compulsory? *Yes*

How do you know it is compulsory? *It is required.*

Is going to college when you are 25 compulsory? *no*

Why is it not compulsory? *It is not required. You get to choose to go to college.*

29

Instructional Routine - General Vocabulary (continued)

Step 4. **Check students' understanding.**
Option #3. **Have students generate their own examples.**

Check students' understanding with me.

There are many things at this school that are compulsory? Think of as many things as you can.

Talk with your partner. See how many things You can think of that are compulsory.

30



Vocabulary Instruction - Extensions

1. Introduce the **part of speech**.
2. Introduce **synonyms** (same), **antonyms** (opposite), **homographs** (same spelling - different meaning).
3. Tell students when and where the word is often **used**.
4. When appropriate, introduce the **etymology** (history and/or origin) of the word.
5. Introduce other words in the same **word family** (derivatives).

31



Vocabulary Instruction

Remember: *After a word has been taught, introduce students to the relatives.*

conform
conforms
conformed
conforming
conformity
conformist
non-conformist
non-conforming
non-conformity

advocate
advocates
advocating
advocacy

32



Practice A - General Vocabulary

Step 1: Introduce the word.

*This word is **analyze**. What word?*

Analyze is a verb, an action of people.

Step 2: Introduce the meaning using a student friendly explanation.

*When you carefully think about something in detail so that you can explain it, you **analyze** it. If you carefully think about something in detail so you can explain it, you _____.*

33



Practice A - General Vocabulary

Step 3. Illustrate with examples.

For example, when you carefully examine data from a science experiment, you _____.

When you carefully examine a graph in social studies, you _____.

When you carefully compare two meal plans for their nutritional value, you _____.

Step 4. Check understanding.

Tell your partner some things that you analyze in school.

34



Practice A - General Vocabulary Extensions

■ Word Family - Relatives

Let's read some words related to analyze.

Say each word after me.

analyze

analyzing

analyzed

analysis

analyzable

analyzer

35



Practice A - General Vocabulary Extensions

This words are in the same word family as analyze. When I touch the word, please say it.

When we examine the results of a science experiment, we _____(analyze) them.

Thus, _____(analyzing) experimental results is a major action in science class.

In the past, you _____(analyzed) data in science class.

You often had to write up your _____(analysis).

If the results were easy to explain, the results were _____(analyzable).

When you analyzed the results, you were the _____(analyzer).

36



Practice A - General Vocabulary Extensions

■ Synonyms

*Working with your partner, generate a list of words that are synonyms for **analyze**. You may use your dictionary, thesaurus, or electronic reference sources.*

Students suggest:

examine	explore
think	study
contemplate	look over
inspect	check
investigate	monitor
scrutinize	assess

37



38



Practice B - General Vocabulary

Step 1: Introduce the word.

*This word is **category**. What word?*

Category is a noun.

Step 2: Introduce the meaning using a student friendly explanation.

When you have a group of people or things that have the same characteristic, they form a category.

So, when you have a group of people or things that have the same characteristic, they form a _____.

39



Practice B - General Vocabulary

Step 3. Illustrate with examples.

For example, you could divide people into two groups by gender, male and female. Each gender would be a _____. You could divide people into groups by race. Each race would be a _____. You could divide people into groups by religion. Each religion would be a _____. You can also divide things into categories. For example, you could divide cars into categories by make, color, year made, size of engine, etc. Each of these would be a _____.

Step 4. Check understanding.

I will tell you one category. You tell your partner another category.

People. Female. Another category? (male)

Books. Fiction. Another category? (Non-fiction, reference, poetry, etc.)

Political Parties. Republican. Another category? (Democrat, Independent)

With your partner, list sets of categories that students can be grouped in. For example, the categories boys and girls. The categories of blue-eyed, green-eyed, brown-eyed, other. Only school appropriate and respectful categories please.

40

Practice B - General Vocabulary Extensions

■ Word Family - Relatives

*Let's read some words related to **categories** .*

Say each word after me.

- category *n*
- categories *n*
- categorize *v*
- categorized *v*
- categorizing *v*
- categorization *n*
- categorizer *n*

41

Practice B - General Vocabulary Extensions

*This words are in the same word family as **category**. When I touch the word, please say it.*

1. *There is not just one _____ (**category**) of tree.*
2. *Trees can be put into two _____. (**categories**)*
3. *You can _____ (**categorize**) trees as deciduous and evergreen.*
4. *Trees are often _____(**categorized**) in this manner.*
5. *Many naturalists are involved in _____(**categorizing**) trees.*
6. *This system of _____(**categorization**) is found in most books on the subject.*
7. *When you determine the type of trees in our community, you would be a _____ (**categorizer**).*

42



Practice B - General Vocabulary Extensions

■ Synonyms

*Working with your partner, generate a list of words that are synonyms for **category**. You may use your dictionary, thesaurus, or electronic reference sources.*

Students suggest:

- class
- group
- type
- variety
- breed
- brand
- sort

43



44



Preparation - Technical Vocabulary

Critical Attributes

■ Glossary Entry

Industrial Revolution: Social and economic changes in Great Britain, Europe, and the United States that began around 1750 and resulted from making products in factories

■ Critical Attributes

Industrial Revolution

- Social & economic changes
- Great Britain, Europe, US
- Began around 1750
- Resulted from making products in factories

45



Preparation - Technical Vocabulary

Critical Attributes

■ Glossary Entry

Foreshadowing. Foreshadowing is the author's use of clues to hint at what might happen later in the story. Writers use foreshadowing to build their readers' expectations and to create suspense.

■ Critical Attributes

foreshadowing

- Writer's procedure
- Use of clues
- Hints at what might happen later in the story

46



Preparation - Technical Vocabulary

Critical Attributes

■ Glossary Entry

Congruent figures. Two geometric figures that have exactly the same size and shape. When two figures are congruent, all pairs of corresponding angles and corresponding sides are congruent.

■ Critical Attributes

Congruent figures

- Two geometric figures
- Exactly the same size
- Exactly the same shape

47



Preparation - Technical Vocabulary

Critical Attributes

■ Glossary Entry

Condensation. The change from a gas to a liquid

■ Critical Attributes

Condensation

- The change
- From a gas to a liquid

48



Preparation - Technical Vocabulary

Critical Attributes

■ Glossary Entry

Capitalism. An economic system in which the factories and businesses that make and sell good are privately owned and the owners make the decisions about what goods to produce

■ Critical Attributes

Capitalism

-
-
-
-
-

49



Preparation - Technical Vocabulary

Critical Attributes

■ Glossary Entry

Perpendicular lines. Two lines that intersect to form a right angle.

■ Critical Attributes

Perpendicular lines

-
-
-
-

50

Instructional Routine - Technical Vocabulary

Step 1. Introduce the word.

- a) Write the word on the board or overhead.
- b) Read the word and have the students repeat the word.
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

Introduce the word with me.

Our first vocabulary terms is **perpendicular lines**. What vocabulary term? *perpendicular lines*

51

Instructional Routine - Technical Vocabulary (continued)

Step 2. Introduce meaning of word.

Option # 1. Tell students the critical attributes or have students read the attributes.

Written on overhead: perpendicular lines

- two lines
- that intersect
- to form a right angle

Let's look at the meaning of perpendicular lines. This vocabulary term refers to _____. *Two lines* That _____. *Intersect* To form a _____.
Right angle.

Option # 2. Have students locate definition in the glossary or the text. Ask students to determine the critical attributes.

52

Instructional Routine - Technical Vocabulary (continued)

Step 3. Illustrate the word with examples and non-examples.

- a) Concrete examples.
- b) Visual examples.
- c) Verbal examples.

These lines are perpendicular.

There are 2 lines that intersect and form a right angle.



These lines are perpendicular.

Tell your partner why these lines are perpendicular.



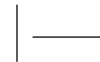
These lines are not perpendicular.

The lines do intersect but they do not form a right angle.



These lines are not perpendicular.

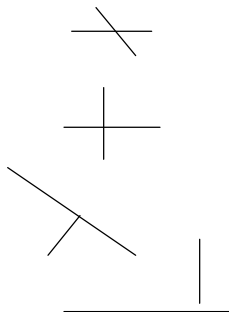
The lines do not intersect.



53

Instructional Routine - Technical Vocabulary (continued)

Step 4. Check students' understanding. Option #1. Have students discern between examples and non-examples.



Example

Are these lines perpendicular? Yes
Ones, tell your partner why these lines are perpendicular.

Non-example

Are these lines perpendicular? No
Twos, tell your partner why these lines are not perpendicular.

54

Instructional Routine - Technical Vocabulary (continued)

- Step 4. **Check students' understanding.**
Option #2. **Have students generate their own Examples and non-examples.**

On your paper, make a T chart. Label the left column "perpendicular lines" and the right column "NOT". Draw examples and non-examples in the columns. Examine your partner's chart. Be sure that the examples are perpendicular and the non-examples are not perpendicular.

55

Instructional Routine - Technical Vocabulary (Continued)

- Step 4. **Check students' understanding.**
Option #3. **Ask deep processing questions.**

Perpendicular lines are very important when you do some home projects. Think for a moment when knowledge of perpendicular lines would be critical.

Share your ideas with your partner.

(Teacher monitors and records ideas on an overhead transparency. Then the teacher uses the transparency to share ideas with the class.)

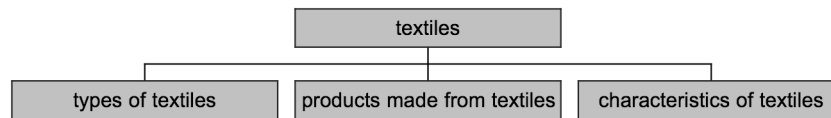
56

Extension - Semantic Mapping (Heimlich & Pittelman)

Alternative #1: Give students categories and have them add words.

Alternative #2: Have students generate list of related words.

Then, have them work with a partner or a team to put the word into categories.



57

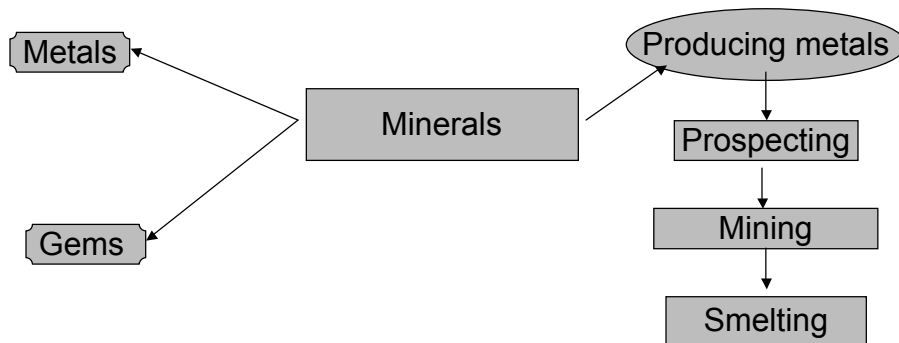
Vocabulary Instruction

When feasible, introduce words in relationship to other vocabulary terms.

Use graphic organizers to show relationships between vocabulary terms. (See example.)

58

Vocabulary Instruction



59

Vocabulary Logs

- **Have students maintain a vocabulary log.** (See examples.)
 - The log can be used for:
 - ❖ Scheduled vocabulary reviews with the class.
 - ❖ Study with a partner or a team.
 - ❖ Self-study of vocabulary.

60

Practice Activities

- Practice activities should:
 - Be **engaging**.
 - Provide **multiple exposures** to the words. (Stahl, 1986)
 - Encourage **deep processing** of the word's meaning. (Beck, McKeown, & Kucan, 2002)
 - When possible, connect the word's meaning to **prior knowledge**.
- Provide practice over time.

61

Example Practice Activity - Yes/No/Why

(Beck, Perfetti, & McKeown, 1982; Curtis & Longo, 1997) Items taken from REWARDS PLUS, Sopris West.

1. **Social Studies:** Do territories that are possessions have autonomy? Yes/No Why
2. **Math:** Can whole number be a fraction? Yes/No Why
3. **Literature:** Would an author foreshadow a flashback? Yes/No Why

62



Example Practice Activity -Completion Activity

(Curtis & Longo, 1997)

1. **confine:** v to keep someone or something within the limits of a particular activity or subject; to keep someone in a place they cannot leave
Things that can be confined are _____.
2. **persistent:** adj continuing to do something although this is difficult, or other people warn you not to do it.
I was very persistent when _____.
3. **globalization:** n condition when something spreads across the world
Today, globalization involves the dispersal of _____.

63



Example Practice Activity - Odd Word Out

(Rasinski, Padak, Nelson, Nelson, 2007)

Read the four words. With your partner determine which word doesn't fit with the other words. Generate all possible ways to eliminate a word.

humiliate	emancipate
abuse	cruelty

64

Example Practice Activity - Word Pairs

(Stahl & Kapinus, 2001)

Word Pair	Same	Opposite	Go Together	No relationship
Scarce - abundant				
Stoic - reckless				
Dispute - rancor				
Catastrophic - tempest				
Anonymity - regulation				
Melancholy- frenzied				

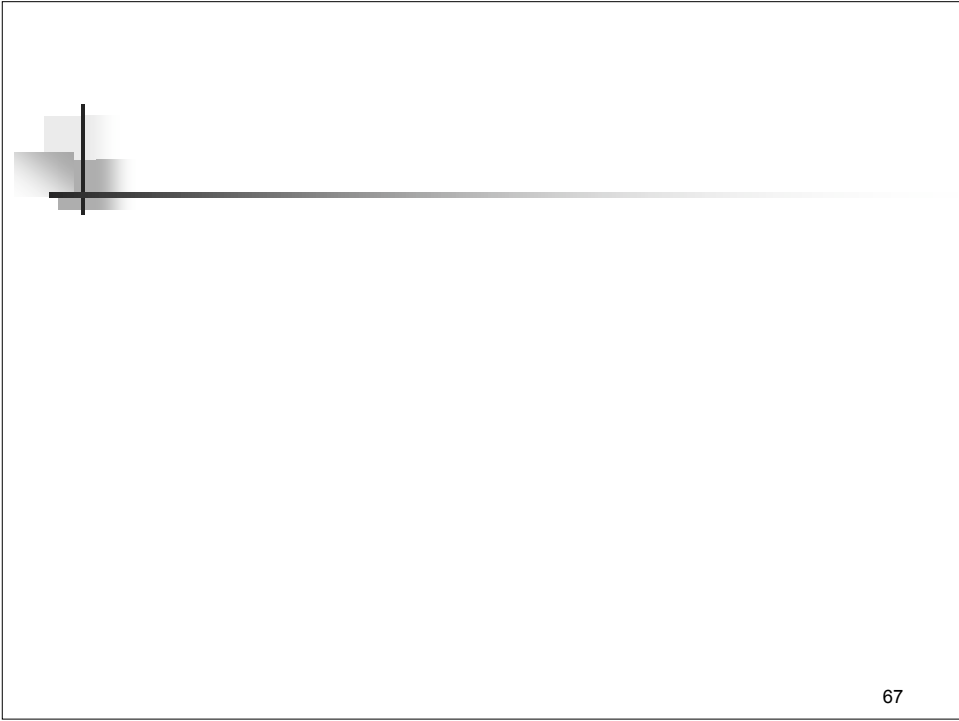
65

Example Practice Activity- Sentence

Substitution (Lively, August, Carlo, & Snow, 2003)

1. In mythology, we are introduced to characters including gods, goddesses, and mortals.
2. The events are in chronological order.
3. The Titans caused a great tumult in the skies.

66



Example Practice Activity - Word Sorts
(Gillett & Temple, 1983)

Word Bank		
Senators	House	Laws
Justices	Senate	Constitution
Vice president	Congress	Unconstitutional
President	Supreme Court	Declare war
Representatives	Agriculture Department	Amend Constitution
Cabinet	Defense Department	Collect Taxes
Departments	District Courts	Veto Bills

68

Example Practice Activity - Word Sorts

(Gillett & Temple, 1983)

Legislative Branch	Executive Branch	Judicial Branch


69

Example Practice Activity- "Meaningful Sentence" Writing

(adapted from *Success for All*)

- Students write a sentence answering three to four of these questions:
who, what, when, where, why, how
- *Not OK*
It was **meager**.
- *OK*
At the end of the month, our dinners were **meager** because we had little money.

70



Example Practice Activity- Word Association

- Present a number of words.

1. representative 2. socialism 3. reform 4. revolution 5. tributary


- Play... I am thinking of a word.....

"I am thinking of a word that goes with river."

"I am thinking of a word that refers to a person that takes ideas to the government."

"I am thinking of a word that means a change."

71



Example Practice Activity- Word Association - Challenging

- Present a number of words.

obstacle, district, desperation, amplify, miniature, insult

- Play... Select a word. Defend your choice.

"What word goes best with the word **politics**. Tell your partner and defend your choice."

"What word goes best with the word **insanity**. Tell your partner and defend Your choice."

72



Practice Activities - Games

Card games

- Students make decks of cards with vocabulary term and synonym or definition.
- Play using format of popular games.
 - Go Fish
 - Concentration
 - Old Maid

Other games can be used to review vocabulary

- Jeopardy
- Charades
- Pictionary

73



Word-Learning Strategies

- Use of context clues.
- Use of dictionary, glossary, or other resource.
- Use of meaning parts of the word.
 - Prefixes
 - Suffixes
 - Root words

74



Word-Learning Strategies-Use of context clues

- Teach students to use context clues to determine the meaning of unknown vocabulary. (Gipe & Arnold, 1979)
- However, if a student reads 100 unfamiliar words in print, he/she will only learn between 5 to 15 words.
(Nagy, Hermann, & Anderson, 1985; Swanborn & de Glopper, 1999)

75



Word Learning Strategies-Use of context clues

- **Strategy #1 - Context Clues**
 1. Read the sentence in which the unknown word occurs for clues as to the word's meaning.
 2. Read the surrounding sentences for clues as to the word's meaning.
 3. Look at the parts of the word (prefixes, roots, suffixes) .
 4. Ask yourself, "What might the word mean?"
 5. Try the possible meaning in the sentence.
 6. Ask yourself, "**Does it make sense?**"

76

Word Learning Strategies - Use of glossary/dictionary

Strategy #2 - Glossary/Dictionary

1. Locate the unknown word in the glossary or the dictionary.
2. Read each definition and select the best one.
3. Try the possible meaning in the sentence.
4. Ask yourself, **“Does it make sense?”**

77

Word Learning Strategies - Compound Words

- Teach students that the meaning of compound words can often be derived from the meaning of the two smaller words.

birdhouse

waiting-room

starfish

fingernail

weekend

mailbox

raincoat

daydream

deadline

network

- But not always!

butterfly

hotdogs

78



Word Learning Strategies-

Use of meaningful parts of word

Strategy #3 - Meaning Parts of Word

1. Divide the unknown word into meaningful parts.
2. Think what each part means. OR
Think of other words that contain the part.
From those words formulate a meaning of the unknown part.
3. Combine the meanings of the word.
4. Try the possible meaning in the sentence.
5. Ask yourself, “**Does it make sense?**”

79



Word Learning Strategies -

Use of meaningful parts of words

- Have students determine the meaning of the word using the parts of the word and their knowledge of other words.

Examples:

biosphere

photosynthesis

micrometer

80

Word Learning Strategies - Prefixes

- Elements attached to beginning of English words that alter meaning.
- Prefixes are useful because they are
 - used in many words,
 - consistently spelled,
 - easy to identify,
 - clear in meaning. (Graves, 2004)
- Teach very common prefixes. Un, re, in, and dis found in 58% of prefixed words.

81

Word Learning Strategies - Prefixes

1. Introduce prefix.
"Re means again. What does re mean?"
2. Determine meaning of a word with prefix.
"Rewrite means to write again."
"Tell your partner the meaning of:

List #1	List #2
react	retell
restate	recover
reassure	refill
recapture	reelect

"
3. List other words with the prefix.
"Make a list of other words that begin with re. Be sure that re means again in the word."

82

The Most Common Prefixes in English

Prefix	Meaning	% of prefixed words	Examples
un	not; opposite	26%	uncover, unlock, unsafe
re	again; back	14%	rewrite, reread, return
in/im/ir/il	not; into	11%	incorrect, insert, inexpensive, illegal, irregular, inability
dis	away, apart, negative	7%	discover, discontent, distrust
en/em	cause to	4%	enjoy, endure, enlighten, entail
mis	wrong; bad	3%	mistake, misread, misspell, misbehave
pre	before	3%	prevent, pretest, preplan
pro	in favor of	1%	protect, profess, provide, process
a	not; in, on, without	1%	atypical, anemia, anonymous, apolitical, apathy

83

Word Learning Strategies -Suffixes

- Elements attached to ending of English words.
- Can change the part of the speech or the meaning.
- Focus on common derivational suffixes.
 - able, ful, less, ness, or
- Introduce the suffix and use to determine the meaning of a number of words (**ful** -helpful, truthful, mouthful, joyful).
- But not always! grateful

84

Most Common Suffixes in English

Suffix	Meaning	% of prefixed words	Examples
s, es plural	more than one	31%	movies, wishes, hats, amendments
ed past tense	in the past	20%	walked, jumped, helped
ing present tense	In the present	14%	walking, jumping, helping
ly adverb	how something is	7%	quickly, fearfully, easily, happily, majestically, nonchalantly
er, or noun	one who, what/that/which	4%	teacher, tailor, conductor, boxer, baker, survivor, orator
ion, tion, sion noun	state, quality; act	4%	action, erosion, vision, invitation, conclusion, condemnation
able, ible adjective	able to be, can be done	2%	comfortable, likable, enjoyable, solvable, sensible, incredible
al, ial adjective	related to, like	1%	fatal, cordial, structural, territorial, categorical

85

Word Learning Strategies Roots (Greek and Latin Roots)

- When teaching a word with a Greek or Latin root, use it as an opportunity to introduce the meaning of the root. Introduce the root within the target word and then expand to other words.

Example: hydroelectricity

"This word is hydroelectricity."

*"The first part of the word is **hydro**. Hydro is a root that means water. So in this chapter the word hydroelectricity refers to electricity produced by the movement of water."*

*"Let's look at some other words that include **hydro**."*

dehydration	hydraulic
hydroplane	hydroelectric
hydrophone	hydrophobia

86

Common Latin and Greek Roots

aqua	water	Greek	aquarium, aqueduct, aquaculture, aquamarine, aquaplane, aquatic
aud	hearing	Latin	audio, audition, audiovisual, auditorium, audiotape, inaudible
auto	self	Greek	autograph, autobiography, automobile, autocrat, autonomy
astro	star	Greek	astronomy, astrophysics, astrology, astronaut, astronomer, asterisk
biblio	book	Greek	Bible, bibliography, bibliophobia, bibliophile, biblioklept
bio	life	Greek	biography, biology, autobiography, bionic, biotic, antibiotic, biome, biosphere, biometrics
chrono	time	Greek	synchronize, chronology, chronic, chronicle, anachronism
corp	body	Latin	corpse, corporation, corps, incorporate, corporeal, corpulence
demo	the people	Greek	democracy, demography, epidemic, demotic, endemic, pandemic
dic, dict	speak, tell	Latin	dictate, dictation, diction, dictator, verdict, predict, contradict, benediction, jurisdiction, predict, indict, edict
dorm	sleep	Latin	dormant, dormitory, dormer, dormouse, dormition, dormitive
geo	earth	Greek	geology, geologist, geometry, geography, geographer, geopolitical, geothermal, geocentric

87

Common Latin and Greek Roots

graph	to write, to draw	Greek	autograph, biography, photograph, telegraph, lithograph
hydro	water	Greek	hydroplane, dehydrate, hydroelectric, hydrogen, hydrophone
ject	throw	Latin	reject, deject, project, inject, injection, projection
logos, logy	study	Greek	geology, astrology, biology, numerology, zoology, technology, psychology, anthropology, mythology
luna	moon	Latin	lunar, lunacy, lunatic, interlunar
meter	measure	Greek	meter, thermometer, diameter, geometry, optometry, barometer, centimeter, symmetry, voltammeter
mega	great, large, big	Greek	megaphone, megalith, megalomania, megatons, megalopolis
min	small, little	Latin	minimal, minimize, minimum, mini, miniature, minuscule, minute, minority
mit, mis	send	Latin	mission, transmit, transmission, remit, missile, submission, permit, emit, emissary
path	feeling, suffering	Greek	pathetic, pathology, apathy, antipathy, sympathy, telepathy, empathy, sociopath
ped	foot	Latin	pedestrian, pedal, peddle, peddler, pedicure, pedometer
philia	love, friendship	Greek	philosopher, Philadelphia, philanthropist, philharmonic, Philip

88

Common Latin and Greek Roots

phono	sound	Greek	phonograph, microphone, symphony, telephone, phonogram, megaphone, phony, euphony, xylophone, phony,
photo	light	Greek	photograph, photosynthesis, telephoto, photometer, photophilia
port	carry	Latin	port, transport, transportation, portable, portage, report
spect	see	Latin	respect, inspection, inspector, spectator, spectacles, prospect
scope	look at	Greek	microscope, telescope, periscope, kaleidoscope, episcopal
sol	sun	Latin	solar, solar system, solstice, solarium, parasol
struct	build, form	Latin	instruct, instruction, construction, reconstruction, destruct, destruction, infrastructure, construe, instrument, instrumental
tele	distant	Greek	telephone, television, telegraph, telephoto, telescope, telepathy, telethon, telegenic
terra	land	Latin	territory, terrestrial, terrace, terrarium, extraterrestrial, Mediterranean Sea, terra cotta, subterranean

89

Word Learning Strategies- Word Families

- A group of words related in meaning. (Nagy & Anderson, 1984)
- If you know the meaning of one family member, you can infer the meaning of related words.

enthusiasm
enthusiastic
enthusiastically

collect
collecting
collection
collector

educate
educated
education
educator

wild
wilderness

imperial
Imperialism
imperialistic

predict
prediction
predictable
predictability
unpredictable
unpredictability

communicate
communicated
communicating
communication

evaluate
evaluating
evaluation

90

Word Learning Strategies - Word Families

- **Word Family**

educate
educated
education
educator

- **Introduce the words in relationship to each other.**

"Teachers teach you how to read and write. They educate you. When you learn to read and write, you are educated. In school, you get an education. A teacher is an educator."

91

Word Consciousness

Word consciousness - an interest in and awareness of words

Word consciousness can be developed through

- Language used in the classroom.
- Explicit instruction on vocabulary terms.
 - Practice activities
 - Word games
- Word-learning strategy instruction
 - Context clues
 - Dictionary/Glossary
 - Prefixes, suffixes, root words, compound words
 - Word relatives
- Word Play

92

Word Consciousness - Word Play

(Johnson, Johnson, & Schlichting, 2004)

Onomastics = study of names

- **First names/Surnames**
- **Eponyms - Word named after a person.** Alzheimer's Disease, Douglas Fir, watt after James Watt
- **Aptronyms - Name appropriate to person's occupation.** Doctors - Dr. Caire, Dr. Michael Cure; Teacher - Ms. Smart
- **Demonyms - Word for people who live in a place.** Oregon, Oregonians; Denmark, Dane; Wisconsin, Wisconsinite
- **Toponyms - Word named after a place.** Island of Sardinia, sardines; Battle of Magenta, magenta
- **Unusual Names of Cities and Towns.** Charm, Ohio; Remote, Oregon; Riddle, Idaho
- **Odonyms - Street Names.** Strange Street, Pirate Road, Jolly Street
- **Anemonyms - Names of Storms.** Katrina, Camille
- **Nicknames** - Red, Frog, Willie, Cuddles, Kissy Face
- **Pen Names** - William Sydney Porter - O. Henry; Agatha Mary Clarrisa Miller - Agatha Christie
- **Store Names** - Shear Perfection, Clip Joint, Cut Up Shop

93

Word Consciousness - Word Play

Expressions

- **Idioms** (can't be understood by the meaning of individual words)
 - Down the hatch
 - Clean bill of health
 - Close, but no cigar
 - High on the hog
 - Mind you p's and q's

94



Word Consciousness - Word Play

- **Proverbs** - (short saying that offers guidance on how to live)
 - As you sow, so shall you reap.
 - A bird in hand is worth two in the bush.
 - Every cloud has a silver lining.
 - Where there's a will there's a way.
 - A penny saved is a penny gained.
 - Actions speak louder than words.
 - God helps those who help themselves.
 - No news is good news.

95



Word Consciousness - Word Play

Expressions

- **Slang** - loser, knockout, cram, couch potato, cushy, bum rap, junk food, a no-no
- **Catchphrases** - (a phrase that has caught on)
Are we having fun yet?
- **Slogans** - Coca Cola
 - 2005 *Make it real.*
 - 2007 *The coke side of life*

96



Word Consciousness - Word Play

Word formations -

- Acronyms
 - SARS - Severe Acute Respiratory Syndrome
 - CD - Compact Disc
 - AA - Alcoholics Anonymous
 - CIA - Central Intelligence Agency
- Portmanteaus
 - Motel = motor + hotel
 - Smog = smoke + fog

97



Word Consciousness - Word Play

Word Manipulations

- **anagrams** (formed by rearranging the letters of another word)
 - read - dear
 - rose - sore
 - scar - _____
 - skin - _____
 - refill - _____
 - rustic - _____ (curious? See last page)
- **palindromes** (read the same forward and backward)
 - mom
 - radar
 - nun
 - eye
 - toot

98

Independent Reading

- “The best way to foster vocabulary growth is to promote wide reading.”
(Anderson, 1992)

- “...it must be acknowledged that relying on wide reading for vocabulary growth adds to the inequities in individual differences in vocabulary knowledge.”

Struggling readers do not read well enough to make wide reading an option. To acquire word knowledge from reading requires adequate decoding skills, the ability to recognize that a word is unknown, and the competency of being able to extract meaningful information about the word from the context. Readers cannot be engaged with the latter two if they are struggling with decoding. Thus, depending on wide reading as a source of vocabulary growth leaves those children and young people who are most in need of enhancing their vocabulary repertoires with a very serious deficit.”
p. 6 (Beck, McKeown, & Kucan, 2002)

99

Variation in Amount of Reading

Percentile Rank	Minutes per day reading in books	Minutes per day reading in text	Words per year in books	Words per year in text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,597,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.21	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000

100



Increasing Amount of Independent Reading

- Maximize access to books.
 - Extended library hours
 - Classroom libraries
 - Book sales, book exchanges
- Establish time for independent reading.
 - Silent Sustained Reading
 - Partner Reading
 - BUT don't substitute silent reading for reading instruction.
 - Expect reading outside of class.

101



Increasing Amount of Independent Reading

- Encourage selection of books at the independent reading level.
 - Teach the “five-finger test”.
- Encourage students to read “familiar” books.
 - Same author
 - Same character
 - Same genre
 - Books in a series

102



Increasing Amount of Independent Reading

- Enhance personal motivation.
 - Establish a school climate that encourages reading.
 - Have book-rich environments.
 - Provide book recommendations.
 - Bulletin boards posted with recommendations
 - Book tables
 - Book clubs

103



104

Vocabulary Assessment - Formats

(Based on *Bringing Words to Life: Robust Vocabulary*)

Instruction)

Yes No

- If Jason was a diligent worker, he would
 1. come to work on time? Yes no
 2. finish projects on time? Yes no
 3. procrastinate on projects? Yes no
 4. have others complete his projects? Yes no

- Under state capitalism, the central government would
 1. establish prices and wages? Yes no
 2. allow the free market to set all prices and wages? Yes no
 3. subsidize important industries? Yes no
 4. stay out of economic issues? Yes no

105

Vocabulary Assessment - Formats

Examples/Non-examples

- **proclaim**
 - A woman refuses to talk to reporters about the election.
 - A woman tells reporters which candidate won the election.

- **grudgingly**
 - A child makes her bed only after five reminders.
 - A child immediately makes her bed in the morning, carefully lining up the pillows.

106

Vocabulary Assessment - Formats

- **Sentence Rewriting**
- Mr. Jones commended Charles for his diligent work.

107

Vocabulary Assessment - Formats

- **Context Analysis**
- After the prize winners were announced, Stacy ran to console Meg.
- How do you think Meg had done on the contest?
- When father heard Lisa had ripped up the letter from Steve, father commended her for it.
- What do you think father thought of Steve?

108



Conclusion

“Words are all we have.”

Samuel Beckett

109



Recommended Books

Beck, I. L., McKeown, M. G. & Kucan, L. (2002). *Bringing words to life: robust vocabulary instruction*. New York: The Guilford Press.

Baumann, J. F. & Kame'enui, E.J. (2004). *Vocabulary instruction: research to practice*. New York: The Guilford Press.

Graves, M. F. (2006). *The vocabulary book: learning & instruction*. New York: Teacher's College Press.

110



Recommended Books

- Diamond, L., & Gutlohn. (2006). *Vocabulary handbook*. Berkeley, CA: Consortium on Reading Excellence, Inc. (CORE).
- Farstrup, A.E., & Samuels, S.J. (2008) *What research has to say about vocabulary instruction*. International Reading Association.
- Marzano, R.J. (2004). *Building background knowledge for academic achievement*. Alexandria, VA: ASCD.
- Marzano, R.J., & Pickering (2005). *Building academic vocabulary: Teacher's manual*. Alexandria, VA: ASCD.

111



Recommended Books

- Stahl, S. A. (1998). *Vocabulary development*. Cambridge, MA : Brookline.
- Stahl, S. A., & Kapinus, B. (2001). *Word power: what every educator needs to know about teaching vocabulary*. Washington, DC: NEA.

112



Dictionaries with Student-Friendly Explanations

Collins Cobuild Student's Dictionary
ISBN: 0007126409 (www.heinle.com)

Heinle's Newbury House Dictionary of
American English
ISBN: 0838426573 (www.heinle.com)

Longman Dictionary of American English
(www.pearsonlongman.com)

Longman Study Dictionary
(www.pearsonlongman.com)

113




On-line Dictionaries with Student-friendly Explanations

Longman's
<http://www.ldoceonline.com>
(Longman's Dictionary of Contemporary English Online)

Heinle's
<http://www.nhd.heile.com/home.aspx>
(Heinle's Newbury Dictionary for American English)


114



Websites for vocabulary practice and exploration

- www.freerice.com
 - Build vocabulary as you donate rice to the hungry.
- www.elymonline.com
 - Learn what words meant and how they sounded 600 or 2,000 years ago
- www.wordsift.com
 - Paste in text. Identifies academic words in text.


115



Idioms - origins

- Down the hatch
 - A drinking expression that seems to have its origin in sea freight, where cargoes are lowered into the hatch for transport below the deck. The freight appears to be consumed by the ship.
- Clean bill of health
 - This term has its origin in the "Bill of Health", a document issued to a ship showing that the port it sailed from suffered no epidemic or infection at the time of departure.
- Close, but no cigar
 - Carnival games of skill, particularly shooting games, once gave out cigars as a prize. A contestant that did not quite hit the target was close, but did not get a cigar.
- High on the hog
 - The best meat is on the upper portion of the pig. Rich people have always been afforded this luxury while the servants, slaves, and poor have always had to eat pig's feet, cracklings, etc. - low on the hog.
- Mind you p's and q's
 - Comes from the early pub days when beer and ale were served in pint and quart containers. The tab was kept on a chalkboard used to count the pints and quarts consumed.

116

- 
-
- scar - cars
 - skin - sink
 - refill - filler
 - rustic - citrus